

Haywood Road Pre-School Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Haywood Road Pre-School Playgroup opened approximately 38 years ago and is managed by a voluntary committee made up of parents who use the group. It operates from a large hall and adjacent outdoor play area within a community hall in Mapperley, a residential area close to the city centre of Nottingham. The pre-school serves children in the local community and nearby areas of the city.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open Monday, Tuesday and Thursday from 9.15am until 12.45pm and Fridays 9.15am until 1.45pm during school term times. There are currently 32 children from two to under five years on roll. The pre-school supports children with learning difficulties and/or disabilities.

The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a welcoming and inclusive environment. They are provided with a wide range of interesting and age appropriate activities that help them to make generally good progress in their learning and development. Staff work in partnership with parents to ensure children's individual needs are understood and well met. Effective arrangements are in place to promote children's health and safety and all aspects of documentation are successfully maintained. The setting is aware of their strengths and areas for development and has developed effective systems for self-evaluation and monitoring progress.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the system of assessing and recording children's progress, clearly identifying children's starting points and prioritising next steps for them to work towards to help each child reach their full potential
- develop parent contribution to children's develop profiles to support staff in assessing children's starting points and monitor their on going development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All staff are fully aware of their child protection responsibilities and designated staff are trained effectively. Robust recruitment and selection procedures ensure that all staff are vetted thoroughly for

their suitability to work with young children. Risk assessments are in place and along with vigilantly undertaken daily checks which contribute effectively to the safety of children. Detailed records, policies and procedures which are required for the safe management of the provision are all in place and provide a robust framework for the care of children.

The staff team work hard and demonstrate high levels of commitment to the provision. They are flexible and deploy themselves effectively to ensure that children are well supervised and supported throughout each session. They attend regular short courses to keep abreast of good childcare practices. Toys and resources are of good quality, they are utilised well to support children's learning and development. Effective key worker systems ensure all children's individual needs are met consistently well. The staff team continually reflect upon their practice and staff meetings are used effectively as a forum to identify potential areas for improvement. This helps the management team identify clear priorities for development.

Staff work closely with parents in the best interests of the children. They gather and exchange clear information to ensure children's individual needs are continually well met. This ensures that each child's needs are fully understood and helps staff to meet their personal learning and development. However, opportunities for parents to share starting points and input into the monitoring of their own child's development is limited. Effective procedures are in place with other settings that children go on to attend, which supports a smooth transition and continuity of care and learning for all children.

The quality and standards of the early years provision and outcomes for children

Children are motivated to learn and enter the pre-school with enthusiasm. Staff develop good relationships with the families and children so that they soon feel confident in the environment. For example, staff know the children well and use a favourite activity to help them settle. The attractive indoor environment ensures all children find plenty to do and they eagerly involve themselves in either solitary or group games. A wide range of good quality resources are set out and further items are stored at low-level so that even the youngest children can make independent choices and follow their own interests. Consequently, they develop good habits as active learners. Children build good relationships with each other and readily share, take turns and show consideration for others. Their behaviour is good because of the clear way in which this is promoted by every member of staff. For example, when children are chosen to receive a star, to stick on their achievement photos, staff make it abundantly clear what they have done well and this helps other children to understand right from wrong.

Staff observe and assess children regularly during their play and routines. They maintain written records of what individual children are doing. From this, they begin to identify children's interests and plot their progress through the six areas of learning. However, evidence of children's starting points and relevant priorities

for their learning are not yet clearly identified and fully understood. Therefore, children's progression may be compromised as methods for planning individual children's next steps are not fully effective.

Children greatly benefit from staff effectively planning the environment and activities, so that children remain interested and challenged. Consequently, children develop a good disposition for learning and high self-esteem. Their skills in communication are promoted through effective staff questioning and the use of signing so that everyone is included. Through a wealth of purposeful activities children make marks, create their own pictures and learn to solve problems as they play. Planning ensures all children have a balanced range of experiences that promote their learning across all areas of the curriculum. Children have the opportunity to play outdoors whenever possible and good use is made of the outdoor and indoor areas. Staff provide good opportunities for children to explore and discover things for themselves and this promotes children's interest in learning. Tasks match carefully the differing abilities of the children and this ensures they make good progress in what they do.

Children develop a healthy lifestyle through regular physical exercise both inside and outside. For example, they crawl through the tunnels and have access to the den, play on wheeled toys and dance to music. Their individual needs are further met as children self serve their own snacks and drinks and are provided with a choice of healthy items. Children are encouraged to learn about keeping themselves safe through daily routines and planned activities, such as not running indoors and talking about road safety.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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